



MASTER CRAFTERS

NETWORK HUB EVENTS

WHO, WHAT & WHY

MASTER CRAFTERS C.I.C is a transformational learning ecosystem supporting children through psychologically informed, socially conscious and developmental educational experiences.

We understand that children today are growing up in an environment no other generation has experienced before. Yet, many children are still being educated solely through systems designed around industrial-age models of standardisation.

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WE SERVE



Schools



Communities



Parents



**Master
Crafters
Hub**



**Social Thinking &
Cognitive Development**



**Social-Emotional
Awareness Development**



**Future-Readiness &
Employability Development**



**Hands-On &
Experiential Learning**

WE OFFER

LET' S DISCUSS

Children today are growing up in environments driven by:

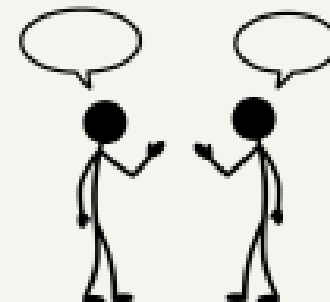
- **Artificial intelligence,**
- **Algorithms,**
- **Digital overstimulation**
- **Emotional pressure**
- **Information overload**

We believe this is creating one of the biggest developmental crises of childhood today.

Through a structured developmental learning Ecosystem we build autonomous independent thinkers.

One of the greatest overlooked influences on child development is the way repeated environments, messages, expectations and experiences shape a child' s subconscious conclusions about themselves and the world around them.

Data proves children who understand themselves often engage more confidently with learning itself leading to better decision-making and improved chances later on in life.



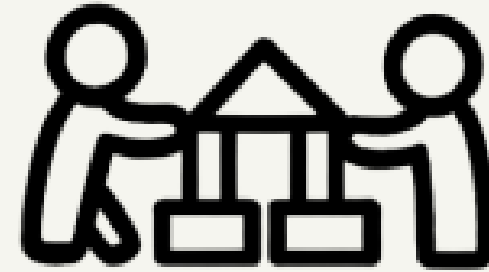
OUR DEVELOPMENTAL LEARNING ECOSYSTEM

2



Critical Thinking & Cognitive Development

3



Hands-On & Experiential Learning

4



Future-Readiness & Employability Development

1



Social-Emotional Awareness Development



Our programmes are holistic by designed in order to support the whole child. This means not only academically but emotionally, socially and cognitively too.

Rather than separating education from development, we integrate both together through immersive, coaching-informed and psychologically aware learning experiences through film analysis and story-telling.

SOCIAL-EMOTIONAL AWARENESS DEVELOPMENT

We create spaces for intra-personal development through building emotion resilience in safe environments & developing self-awareness through social communication and behavioural understanding.



Studies consistently show that long before children can critically analyse their experiences consciously, they are already forming internal beliefs about:

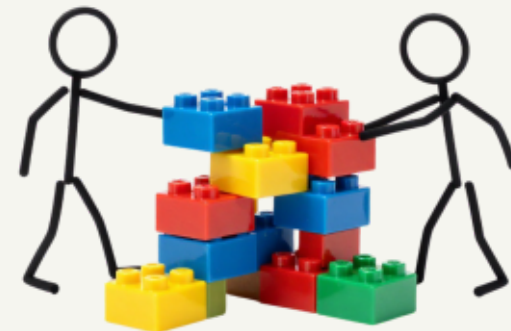
- **who they are**
- **whether their voice matters,**
- **what intelligence looks like**
- **and where they believe they belong within society.**

Our structured learning ecosystem works off of non-traditional tuition and debate skill development.

Through this we build confident socially-aware Independent Thinkers.

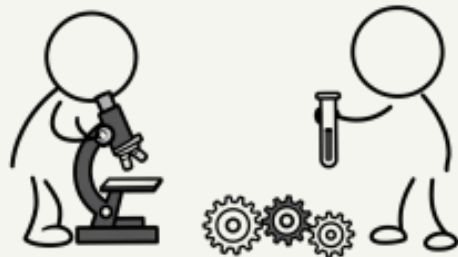
CRITICAL THINKING & COGNITIVE DEVELOPMENT

We teach KS2 children learn how to think more consciously in a world increasingly shaped by influence and information overload. Shaping children who discern, adapt and analyse.



We believe children learn best when learning feels psychologically meaningful and physically engaging.

Children are now growing up under constant exposure to digital persuasion leading to emotional overstimulation and increasingly disconnected learning experiences. We focus on somatic connection and community building through sublime engagement such as birthday parties and art therapy.



HANDS-ON & EXPERIENTIAL LEARNING

Through movement, STEM collaborative activities and immersive workshops, children engage in learning experiences designed to improve engagement and curiosity-led exploration.

Many educational systems remain heavily focused on performance metrics and behavioural management leaving limited room for critical analysis, autonomy and real-world adaptability and this gap is becoming impossible to ignore.

We believe employability begins long before your first job. Skills such as teamwork, problem-solving resilience and leadership are woven into everything we do and tracked ready to feedback through coaching.

FUTURE-READINESS & EMPLOYABILITY DEVELOPMENT

Our work has helped children & young people build transferable life skills increasingly demanded within modern society and employment environments, including initiative, adaptability, data collation and analysis.



MASTER CRAFTERS CHILD DEVELOPMENT PROGRESSION MAP

LEAD

CREATE

SAFETY



Hands-On
Experiential Learning

EXPLORE /
CONNECT



Curiosity-
Building

QUESTION



Social-
Awareness

CREATE



Criticality



Global Citiisem
& Responsibility

WHY OUR WORK MATTERS

Studies show that long before children can critically analyse their experiences consciously, they are already forming internal beliefs about; who they are, whether their voice matters, what intelligence looks like and where they believe they belong within society.

Children are absorbing more information than ever before and not guided to process it meaningfully. They are more digitally connected than ever before but increasingly disconnected from self-awareness. Critical thinking is now and should officially be a safeguarding skill because emotional wellbeing and education cannot be separated which is why we work in a way that enables parents to get developmental support too.



Educational psychologist and researcher Dr Cres Francis Wilson speaks extensively about the concept of subconscious conclusions. The idea that children continuously internalise messages from their environments, relationships and systems, often shaping lifelong patterns of behaviour, confidence and identity before.

KS2 Children today struggle to thrive in environments that prioritise performance over development.

We believe parents deserve access to the same kinds of insight, frameworks and developmental understanding and provide just that.

Children are absorbing more information at a faster rate than they are being guided to process it.

PROBLEM

SOLUTION

We support parents, schools and communities guide children to better think, discern, adapt and analyse information.

Children are becoming increasingly disconnected from themselves hindering thier ability to judge well, in different social situations.

Children are becoming increasingly disconnected from the ability to judge well, analyse and discern social situations.

Studies across the UK continue to highlight growing concerns around emotional wellbeing and employability readiness.

We focus on learning that is often inaccessible through traditional pathways alone. We exist to narrow the learning gap in that exists education



WHAT WE STAND FOR

We reject the idea that education should simply produce children who memorise information effectively. Learning should help children engage thoughtfully with the world and build the confidence to think independently within increasingly complex environments.

We do this through prioritising access to cultural capital, developmental enrichment and psychologically provocative discussions.

We believe learning today must support children build the confidence to think independently within increasingly complex environments through helping them:

1. Understand themselves and engage thoughtfully with the world as global citizens
2. Identify and regulate emotions through communicating autonomously
3. Solve real-world problems
4. Navigate digital influence consciously



FOR SCHOOLS AND COMMUNITIES



Our work highlights the communities collective responsibility to ensure children from underserved communities have access to psychologically safety building learning experiences.

We work alongside schools, educators and communities to provide culturally relevant developmental learning experiences through:

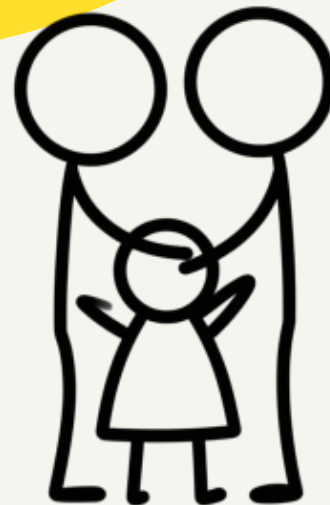
- Enrichment workshops such as debate clubs**
- Social-emotional development support**
- Playground engagement initiatives**
- Staff development sessions & parent workshops**
- Overall culturally relevant developmental learning experiences**

FOR PARENTS AND CARERS

Parents today struggle support children thrive in environments saturated by influence and manipulation. Schools often prioritise memory over analytical development and most parents are expected to navigate these challenges their children face with very little developmental guidance or support for themselves.

Many parents are trying to raise emotionally healthy, confident and capable children within a world that feels increasingly overwhelming, fast-moving and difficult to navigate. Children today are growing up surrounded by:

- Constant digital stimulation
- Social comparison
- Emotional pressure
- Shortened attention systems
- Online influence
- Educational overwhelm



CARE HOMES & INTERGENERATIONAL LEARNING

Being passionate about transitions means we see value in building stronger intergenerational connections through learning, storytelling, creativity and community engagement.

We believe both young people and older generations benefit profoundly from spaces that encourage shared wisdom, empathy, communication and human connection.

We are interested in working with care homes and residential settings through:

- Intergenerational workshops**
- Creative storytelling projects**
- Conscious digital inclusion support**
- Social confidence and communication activities**
- Reflective discussion groups**
- Arts and enrichment Experiences**
- Community connection initiatives designed to reduce isolation and encourage meaningful interaction across generations.**



PARENT PROGRAMMES



COURSE	DURATION
<p data-bbox="434 783 1305 826">Child Insight & Development Programme</p> <p data-bbox="248 890 1491 1023">A personalised developmental support programme helping parents better understand, how their child learns, emotional patterns, developmental gaps and behavioural needs</p>	<p data-bbox="1715 884 1895 922">4 weeks</p>
<p data-bbox="427 1241 1312 1279">Parent Development & Guidance Programme</p>	<p data-bbox="1727 1241 1906 1279">6 weeks</p>

CHILDREN PROGRAMMES



COURSE	DURATION
<p>Critical Thinking Programme: The Big Why Marathon</p> <p>A transformational programme helping children develop digital awareness, analytical reasoning, emotional intelligence and cognitive resilience in the digital age. This programme directly explores: persuasion systems, digital identity and how children can learn to engage consciously with modern technology rather than passively consume it.</p>	<p>6 Weeks</p>
<p>These programmes aim to support; emotional wellbeing, social connection and community integration through identity and belonging workshops.</p>	<p>12 weeks</p>

OUR VISION

Our long-term vision is to create learning ecosystems where:

- 1.Children feel empowered to think**
- 2.Parents feel equipped to guide**
- 3.Schools feel supported to innovate**
- 4.Communities feel actively involved in shaping healthier developmental outcomes for future generations.**

Whether you are:

- A parent seeking deeper developmental support**
- A school looking for meaningful enrichment**
- A community organisation seeking meaningful collaborative partnership**
- Or an educator interested in future-focused learning**

Reimagining how children think and engage with the world around them is all of our responsibility.



WHY CHOOSE US

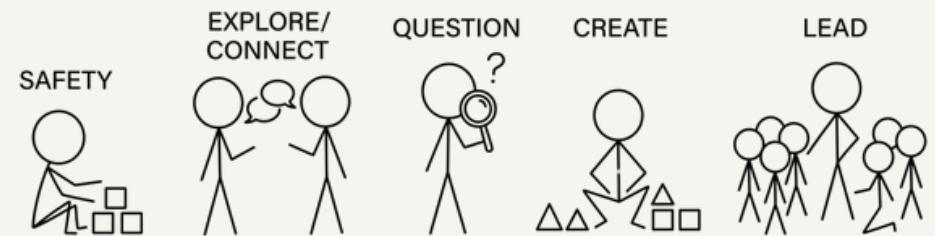
01 Psychologically safe learning experiences often inaccessible through traditional pathways alone

Educational equity for all learners putting lack of critical thinking as a safeguarding concern **02**

03 Developing movement around future-focused childhood development

Culturally relevant developmental learning experiences being accessible to children from underserved communities **04**

Together we can start reimagining how children think, develop and engage with the world around them In preparation for influence, information, identity, leadership in modern life.



GET IN TOUCH!

Follow us on social media!



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